Assessment Summit Summary
Teacher Quality Enhancement Grant
June 1, 2007

The assessment summit was planned by the TQE assessment team to:
1) share assessment ideas, materials, successes, challenges, and plans for the future;
2) encourage communication and collaboration on assessment and program improvement among colleges and universities;
3) maximize opportunities afforded by the grant and assure success of grant goals.

In the morning session, after introductions and a welcome by Mary Beth Schroeder Fracek, participants moved into small groups of 8 or 9 people to discuss conversation starters proposed by the TQE assessment team. The starters included the following questions:

Where are we in our journey and where do we need to go?
What are your experiences with electronic portfolios? Include the good, the bad and the ugly.
How do you develop effectiveness and efficiency in data management?
How have you addressed program assessment as well as candidate assessment?
What has been your experience with false starts, challenges faced and successes earned?
What is your experience with vendor services?
What are you learning from the data—what does it tell, what not?
What are other topics you would like to discuss?

After discussion in small groups, groups reported out to the large group.

In the afternoon session, demonstrations of the ePortfolio were made by John Achrazoglou from the University of Iowa. A concurrent session was directed by Eunice Merideth of Drake University on LiveText that was attended by a number of institutions who use that electronic system.

Discussion after the presentations tended to center on the differences between program assessment and candidate assessment. On the one hand, there were arguments that if a program did a good job of candidate assessment where every student had to demonstrate competency in meeting standards, program assessment was also satisfied. Arlie Willems of the Iowa Department of Education pointed out that there were differences between candidate assessment and program assessment that needed to be attended to. Specifically, program assessment is conducted for the purpose of identifying evidence to support positive change in programs. There needs to be good data to help faculty identify strengths and weaknesses of the program for purposes of improvement.

Prior to and during the meeting, assessment materials were collected. These materials have been made available on the IACTE website. These materials will continue to be collected and made available to programs.

Major Outcomes:

1. We were once again reminded of the diverse paths that institutions have taken with respect to assessment and assessment systems. Differences in size, mission, and programs pose some unique as well as common challenges.

2. Programs seem to be doing fairly well on candidate assessment but program assessment is difficult for many. Deciding what to collect, how to collect it, and how to manage the process has been difficult in a number of instances.

3. There was universal agreement that the TQE grant is providing opportunities for system development that are extremely valuable and critical to system development.

4. Those who are involved in the day-to-day work of assessment can profit from opportunities to discuss challenges and successes with others who have similar assignments.

Implications for Future Work

1) There is a need to provide more direct assistance for program assessment development in some instances
2) We need to continue to find ways to support collaboration and sharing of expertise and materials among our institutions
3) Programs continue to need support for system development and refinement.

TQE Assessment Team

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Respectfully submitted,

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